

# Indiana's Response to Intervention Academy



Differentiated Instruction with  
Fidelity

Kirk Freeman, PhD

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# Components to Consider

- ❑ Leadership
- ❑ **Evidence-based core curriculum, instruction, & interventions/extensions**
- ❑ **Assessment and progress monitoring system**
- ❑ **Data-based decision making**
- ❑ Cultural responsiveness
- ❑ Family, community & school partnerships

# Integrated System for Academic and Behavioral Supports

## Tier 3:

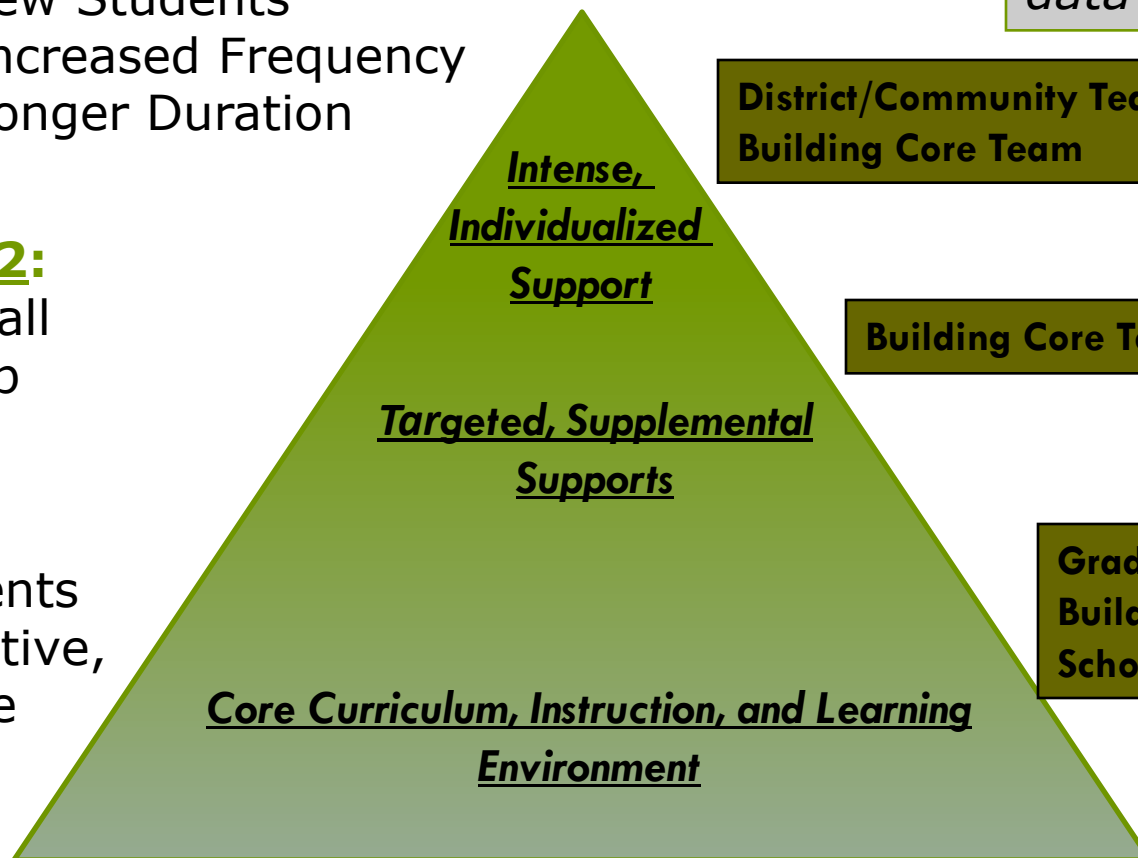
- Few Students
- Increased Frequency
- Longer Duration

## Tier 2:

- Small Group

## Tier 1:

- All Students
- Preventative, Proactive



# Preview: Connecting My Presentation to Indiana's Vision of RTI

- ❑ RTI includes using the “Backward Design” Model and using data analysis to direct learning.
- ❑ Assessment is the guide for planning effective instruction.
- ❑ Discovering the Standards and Curriculum Mapping are instrumental to Differentiated Instruction with fidelity.
- ❑ Differentiated Instruction with fidelity includes integrity, consistency, and is an ongoing process.
- ❑ Differentiated Instruction uses student strengths and interests in the process.

# What is the Purpose?

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"OUR JOB IS TO MAKE SURE THAT THERE IS NO CHILD LEFT BEHIND."

# Session Outcomes...

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1. Participants will understand what Differentiated Instruction looks like, sounds like, and feels like.
2. Participants will have an understanding of the Differentiated Instruction “Process.”
3. Participants will understand the importance of having Differentiated Instruction with FIDELITY.
4. Participants will leave the session with the beginning stages of a fidelity checklist.

# What Differentiation IS....

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- ❑ A multiple approach to education.
- ❑ A PROCESS; not another new program.
- ❑ Equitable to ALL.
- ❑ Brain-friendly.
- ❑ An avenue to motivate ALL.
- ❑ A way to eliminate “learned helplessness.”

# What Differentiation is NOT...

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- ❑ Another new “program.”
- ❑ “One size-fits-all.”
- ❑ A spectator sport.



# Staff in a Differentiated Classroom..

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1. Assess student readiness through a variety of means.
2. Create a variety of ways students can gather information and ideas.
3. Develop varied ways students can explore and “own” ideas.
4. Present varied channels through which students can express and expand understanding.

Carol Ann Tomlinson

# Rules of Thumb...

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1. Be clear on key concepts and generalizations or principles that give meaning and structure to the topic, chapter, unit, or lesson you are planning.
2. Think of assessment as a road map for your planning and thinking.
3. Lessons for ALL students should emphasize critical and creative thinking.
4. Lessons for ALL students should be engaging.
5. There should be a balance between student-selected and teacher-assigned tasks.

Carol Ann Tomlinson

# Ways to Differentiate...

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- ❑ Content: What students should know, understand, and be able to perform.
- ❑ Product/Assessment: Authentic; Backward-Design; Real-life; and Student input
- ❑ Process/Strategies: Activities to assist students with the content: Learning styles; profiles; readiness; and interests.

# Ways to Differentiate...

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## □ Climate:

- Risk-free/Failure
- Interesting
- Promote critical thinking/problem solving
- Goal setting

# Mind-map activity...

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- Each group will develop a mind-map.
- In the middle of the map, include what you think Differentiation REALLY is.
- If you were to walk in a differentiated classroom, what would you
  - See
  - Hear
  - Feel
    - Select 5 – 7 ideas and place on your mind-map.

# Purpose of Fidelity Checks...

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- ▣ Identify areas of strengths
- ▣ Identify areas of challenges/deficiencies

Mellard & Johnson, 2008

# What is Fidelity?...

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- ❑ Differentiated Instruction with Fidelity is the accurate and consistent application of the learning strategies and interventions based on the school's vision and mission.
- ❑ It includes:
  - Integrity
  - Consistency
  - Duration
  - Ongoing process

# Evidence of Fidelity...

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- ❑ Vision stated and shared
- ❑ Staff members roles defined
- ❑ Resources provided
- ❑ Process defined
- ❑ Expectations supported and enhanced—  
“Everyone on the bus”—Jim Collins
- ❑ Curriculum mapping
- ❑ Discovering the standards
- ❑ Use of “data analysis” to direct learning



# What else should we “see?”..

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- ❑ Collaboration schedule
- ❑ Agenda for collaboration meetings
- ❑ Summary of collaboration meetings: Accountable Collaboration
- ❑ Instructional framework:
  - Essential questions
  - Lesson plans to include:
    - ❑ Standard(s)
    - ❑ Compelling why
    - ❑ Assessment(s)
    - ❑ Multiple activities
    - ❑ debriefing

# Possible items for Fidelity Checklist..

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- ❑ Critical items posted in the room
- ❑ Evidence of “Classroom Guidelines”
- ❑ Evidence of Choice
- ❑ Student contracts
- ❑ Evidence of:
  - Assessment—formative and summative
  - Compacting
  - Scaffolding
  - Use of inventory information: interest, learning style, intelligence, etc.

# Fidelity Checklist Items (continued)..

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- ❑ Pre-assessment
- ❑ Strategies for students needing support:
  - Modified directions
  - Listening centers
  - Modeling
  - Reading buddies
  - Manipulatives
  - Graphic organizers
  - Leveled Reading Materials
  - Adjusted questions
  - Flexible grouping

Karen Burggraf

# Fidelity Checklist Items (continued)..

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- ❑ For students needing enrichment:
  - Compacting
  - Adjusted questions
  - Anchoring activities
  - Flexible grouping
  
- Options when you have a variety of learning styles and differing intelligences:
  - ❑ Flexible grouping
  - ❑ Product choice
  - ❑ Adjusted questions
  - ❑ Contracts

# Fidelity Checklist Items (continued)..

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- ❑ Scaffolding possibilities:
  - Modified directions
  - Listening stations
  - Modeling
  - Reading buddies
  - Manipulatives
  - Graphic organizers
  - Leveled reading materials

Karen Burggraf

# Fidelity Checklist Items (continued)..

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- Anchoring activities include:
  - Use advanced thinking skills
  - Apply knowledge to real world situations
  - Create original products

Karen Burggraf

# Go To The Wall...

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1. Each team will identify items they believe should be on a D.I. Fidelity Checklist.
2. Place these items on the “Go to the Wall Chart.”
3. Post your chart. Identify a person to stay with your chart. Walk-about to other charts to add ideas to your checklist.
4. Thank your team members for a job well done!

Al Bertani & Joanne Quinn

# Reflection & Questions...

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- ❑ How are you “feeling” about Differentiated Instruction?
- ❑ Do you understand the importance of fidelity?
- ❑ Are you leaving the session with ideas to include on your D.I. with Fidelity Checklist?
- ❑ Other questions and/or comments.



# Take Home: Connecting My Presentation to Indiana's Vision of RTI

- ❑ Differentiated Instruction with fidelity includes integrity, consistency and duration.
- ❑ Evidence-based core curriculum, instruction, and intervention are key components of the RTI Process.
- ❑ Assessment & progress monitoring are instrumental in planning the appropriate instruction.
- ❑ Data-based decision making is necessary in ensuring that one has Differentiated Instruction with fidelity.
- ❑ Student strengths and interests are included in the process.

Please remember...

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▣ You make  
the  
Difference!!

